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ABSTRACT

British education from nursery school to university, and particularly its organizational characteristics, is described broadly in this pamphlet. After an introduction which discusses general policies, administration and expenditure, the information presented falls under four main headings: (1) Schools (management, nursery and primary schools, secondary schools, independent schools, special educational needs, teachers, the curriculum, religious education in schools, educational standards, educational aids, secondary school examinations, the health and welfare of school children, and school building); (2) Post-school Education (institutions, finance, students, higher education, adult education, and teaching methods); (3) Educational Research; and (4) Educational Links Overseas (educational exchanges, overseas students in Britain, and the teaching of English). The booklet ends with a list of addresses of government departments and education-related organizations, and a bibliography of official and other relevant publications. (KH)

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Introduction

British education aims to develop fully the abilities of individuals, both young and old, for their own benefit and that of society as a whole. The aim has assumed a new importance in an age of rapid technological change. Compulsory schooling for children takes place between the ages of 5 and 16, although some provision is made for those under 5, and many pupils remain at school beyond the minimum leaving age. Post-school education (mainly at universities, polytechnics and colleges of further and higher education) is organised flexibly to provide a wide range of opportunities for academic and vocational education and continuing study throughout life.

For many years British education has been characterised by change, and much of the post-1945 period has also been marked by growth, large increases in the number of pupils, the expansion of higher educational opportunities, and increased expenditure. Although the process of change continues, recent years have seen increasing reassessment and consolidation as well as a number of other significant developments, including the beginning of a substantial drop in the number of school children following a fall in the birth rate, a slowing down in the demand for higher education, and the need, because of economic circumstances, to reduce public expenditure. The number of primary school children has already fallen sharply, and the decline in numbers has begun to affect secondary schools. It has led to a reduced demand for new teachers (although there is still a need for more teachers of certain specialised subjects) and the teacher training system has been reorganised to cope with the new situation while retaining flexibility for future expansion.

Policies

The Government's education policies are designed to increase parental choice and involvement in school organisation, to allow local authorities to organise publicly maintained schools according to local needs and to take up places for pupils at independent schools where appropriate, and to assist children from less well-off homes to benefit from attendance at certain non-maintained schools. There are plans to improve the special educational provision for handicapped children and proposals have been made in England and Wales for a framework for the school curriculum, and for the replacement of the dual system of examinations taken at about the age of 16 by a single system. A further plan under consideration is to provide pupils with a written record of school achievement and performance, which would be of particular benefit to those who leave school without formal qualifications. Other proposals include the provision of better vocational education and training in schools and colleges for the 16-to-19 age group with an examination at the age of 17 and over, mainly for pupils intending to take jobs directly after leaving school. Consideration is also being given to the development of an intermediate level examination to broaden the scope of schools' sixth-form curricula. It is recognised that co-operation between education and industry can help the young to acquire the skills necessary to enable Britain to maintain its position as a leading exporter of manufactured goods. Many organisations already work to improve contacts between educational institutions and industry, and further links are being encouraged, especially locally. A four-year Micro-Electronics Education Programme in England, Wales and Northern Ireland and a separate programme in Scotland aim to give young people in schools and colleges a better understanding of the potential applications of micro-electronic technology through the commissioning of new development projects and by building on existing work.

Administration

The Secretary of State for Education and Science is responsible for all aspects of education in England, and for the Government's relations with and support for universities throughout Great Britain. (He is also responsible for basic civil science.) The Secretaries of State for Wales, Scotland and Northern Ireland have full responsibility in their respective countries for non-university education; they are consulted about (but do not carry formal responsibility for) education in universities and civil science.

Administration of publicly provided schools and further education is decentralised. Responsibilities are divided between the central government departments (the Department of Education and Science, the Welsh Office, the Scottish Education Department, and the Department of Education for Northern Ireland), local education authorities (education and library boards in Northern Ireland), and various voluntary organisations.

The provision of maintained school education and most post-school education outside the universities is the responsibility of local education authorities which decide local policy. They employ teachers and other staff, provide and maintain buildings, supply equipment and materials, and, in England and Wales, provide grants to students proceeding to further and higher education. In Scotland the central institutions which provide most vocational further education to degree level, and colleges of education which provide teacher training, are administered by independent governing bodies. Apart from three central institutions financed by the Department of Agriculture and Fisheries for Scotland, these institutions and the colleges of education are financed directly by the Scottish Education Department which also pays grants to students on advanced courses. In Northern Ireland the Ulster Polytechnic (an institution of higher education) is likewise administered by an independent board of governors and financed directly by the Department of Education for Northern Ireland. Colleges of education are controlled by the Department or voluntary agencies.

Expenditure

About four-fifths of education expenditure is incurred by local authorities, to which grants are made by central government, with the authorities planning their spending according to local needs and circumstances. Support for the universities and certain other higher education institutions, and grants to students, account for most of the direct expenditure by central government. Spending on education (some £11,880 million in 1980, 6 per cent of the gross domestic product) amounts to more than 11 per cent of all public expenditure, but a reduction is planned in the years to 1983–84 taking into account the declining number of school children and considerable savings in the provision of school meals and milk. In spite of cuts in expenditure, it is the Government's policy to maintain and improve the quality of education.

Schools

Parents are required by law to see that their children receive efficient full-time education, at school or elsewhere, between the ages of 5 and 16.

Over 11 million children attend Britain's 38,500 schools. Most receive free education financed from public funds, but a small proportion (very roughly 6 per cent) attend schools wholly independent of public financial support.

Boys and girls are taught together in most primary schools and in an increasing number of secondary schools. Over 88 per cent of pupils in maintained secondary schools in England and Wales and over 54 per cent in Northern Ireland attend mixed schools. In Scotland nearly all secondary schools are mixed. Most independent schools for younger children are co-educational; the majority providing secondary education are single-sex, although the number of mixed schools is growing.

No fees are charged to parents of children at maintained schools, and books and equipment are free, although in Northern Ireland a small proportion of grammar school pupils are admitted on a fee-paying basis.

Management

Schools supported from public funds are of two main kinds in England and Wales: county schools and voluntary schools. County schools are provided and maintained by local education authorities wholly out of public funds. Voluntary schools, mostly established by religious denominations, are also wholly maintained from public funds but the governors of some types of voluntary school contribute to capital costs. Nearly a third of the 30,000 or so schools supported by public funds in England and Wales are voluntary schools, most of them Church of England or Roman Catholic. Each publicly maintained school has a governing body, which includes governors appointed by the local education authority. The Education Act 1980 provides for the wider representation of parents and teachers on school governing bodies: it is intended that all schools should have at least two parent and two teacher governors normally elected by parents and teachers. In Scotland most of the schools supported from public funds are provided by education authorities and are known as public schools (in England this term is used for a type of independent school, see p 4).

In Northern Ireland there are two main categories of school: voluntary schools, which are mainly under Roman Catholic management, receiving grants towards the capital running costs; and controlled schools owned and managed by the area education and library boards and having all their expenditure met from public funds. It is government policy to encourage integration between Protestant and Roman Catholic schools where there is a local desire for it.

Nursery and Primary Schools

Successive governments have expanded nursery education within the constraints of limited resources and this means that in England over half of four-year-olds and about a fifth of three-year-olds are receiving education in nursery schools or classes or in infants' classes in primary schools. In addition many children attend informal pre-school playgroups organised by parents and voluntary bodies.

Compulsory education begins at five when children in England and Wales go to infant schools or departments; at seven they go on to junior schools or departments. The usual age of transfer from primary to secondary schools is 11 in England, Wales and Northern Ireland but a number of local authorities in England have

established 'first' schools for pupils aged 5 to 8 or 10 and 'middle' schools covering various age ranges between 9 and 14. In Scotland, the primary schools take children from 5 to 12, normally having infant classes for children under 7, although in a few areas there are separate infant schools.

Secondary Schools

The publicly maintained system of education aims to give all children an education suited to their particular abilities. Over 85 per cent of the maintained secondary school population in England and Wales attend comprehensive schools which take pupils without reference to ability or aptitude and provide a wide range of secondary education for all or most of the children of a district. They can be organised in a number of ways including schools that take the full secondary school age-range from 11 to 18; middle schools whose pupils move on to senior comprehensive schools at 12, 13 or 14, leaving at 16 or 18; and schools with an age-range of 11 or 12 to 16 combined with a sixth-form or 'tertiary' college for pupils over 16. Most other children receive secondary education in 'grammar' and 'secondary modern' schools to which they are allocated after selection procedures at the age of 11.

In England, Wales and Scotland parents have a statutory right to express a preference for a particular school for their children, and have open to them an effective channel of appeal at local level. Schools also have to publish their public examination results and basic information about themselves. An assisted-places scheme enables children from less well-off homes who are capable of benefiting from the education provided to attend certain independent secondary schools belonging to the scheme, by means of government grant, depending on parents' income.

Scottish secondary education is almost completely comprehensive; almost all pupils are in schools with a non-selective intake. The majority of schools are six-year comprehensives. Because of local circumstances there are some comprehensive schools at which courses may extend to four years or less; pupils may transfer at the end of their second or fourth years to a six-year comprehensive school.

Northern Ireland secondary education is organised largely along selective lines according to children's abilities.

Independent Schools

Independent schools are outside the publicly supported sector but are open to inspection and must register with the appropriate government education department which can require them to remedy features in their premises, accommodation or instruction and to exclude anyone regarded as unsuitable to teach in or to be the proprietor of a school.

There are nearly 2,500 registered independent schools catering for pupils of all ages. The largest and most important are the public schools,[1] which accept pupils at about 12 or 13 years of age usually on the basis of a fairly demanding examination. There are about 460 public schools in England and Wales, most of them single-sex (about half of them for girls) and at least partly boarding. Local education authorities in England and Wales may assist with the payment of fees for children at

[1] *'Public schools' are usually taken to mean those schools in membership of the Headmasters' Conference, the Governing Bodies Association or the Governing Bodies of Girls' Schools Association. They should not be confused with the State-supported public schools in Scotland.*

independent and other non-maintained schools, and there are also the assisted-places schemes (see p 4). A number of preparatory schools prepare children for entry to the public schools.

Special Educational Needs

There are separate special schools (both day and boarding) which cater for a wide variety of handicap. For a number of years, however, the general trend has been increasingly to provide special education in ordinary schools where this is in the educational interest of the child and the nature of his or her disability permits.

Recent legislation provides for a new system of special education based on the concept of the special educational needs of the child rather than on categories of disability. The new system also covers children with emotional or behavioural disorders and those with significant learning difficulties, as well as physical or mental handicap. Local education authorities must ensure that children with special needs are educated in ordinary schools provided that this is compatible with meeting their needs, with the provision of efficient education for the other children in the school, and with the best use of resources.

Teachers

Teachers in publicly maintained schools are appointed by local education authorities or school governing bodies. There are more than 500,000 teachers (including the full-time equivalent of part-time teachers) in publicly maintained and assisted schools in Britain and the pupil/teacher ratio in primary and secondary schools is about 19 to 1. Teachers must hold qualifications approved by the appropriate education department. (For teacher training, see p 10.)

The Curriculum

In England and Wales the secular curriculum in maintained schools is the responsibility of the local education authority, or, in the case of secondary schools, of the schools' governors. In practice, responsibility is largely devolved upon head teachers and their staff. The Government has published guidance recommending a programme of work for primary and secondary school pupils, to ensure a balanced education and to widen educational opportunities as much as possible. It states that secondary school pupils up to the age of 16 should follow a broad curriculum including English, mathematics and science, religious and physical education, some study of the humanities and both practical and aesthetic activities. Most pupils should also study a modern language. In Wales, the Welsh language is taught and is used as either the main or secondary medium of teaching in some schools. Her Majesty's Inspectors review and report on the content and value of the education provided in all schools, including independent schools, and advise local education authorities, schools and the Government. Local education authorities also employ inspectors or advisers to guide them on maintained schools. Curriculum materials and further guidance and encouragement for school-based research and development are available to teachers through the independent Schools Council for Curriculum and Examinations. The Schools Committee for Wales carries out similar activities. At some 500 teachers' centres in England and Wales teachers meet for curriculum development work, discussion and in-service training.

In Scotland a new structure for the curriculum in secondary education is being developed. The function of Her Majesty's Inspectors is in general the same as in England and Wales; the content and balance of the curriculum is kept under

continuous review by the Consultative Committee on the Curriculum. Provision is made, where appropriate, for the teaching of Gaelic. Northern Ireland has a Council for Educational Development which is responsible for developing the curriculum; the Inspectorate of the Department of Education helps and advises teachers and inspects and evaluates the work of all schools.

Religious Education in Schools

In England and Wales by law all children in county or voluntary schools receive religious instruction and take part in a daily corporate act of worship unless their parents choose otherwise. In county schools, and sometimes in voluntary schools, non-denominational religious instruction is given which may include the study of comparative religions. In all kinds of voluntary schools there is opportunity for denominational instruction. In Scotland, religious instruction must be given, but the content is determined by education authorities and the schools in accordance with the wishes of the local community. Certain schools provide for Roman Catholic children but in all schools there are safeguards for the individual conscience. In controlled schools in Northern Ireland clergy have a right of access which may be used for denominational instruction; in voluntary schools corporate worship and religious education are controlled by the management authorities.

Educational Standards

There is general concern that there should be an effective means of assessing the standards of pupils' performance. The Assessment of Performance Unit of the Department of Education and Science promotes the development of methods of assessment and monitors the achievement of school children. Annual monitoring is now being undertaken in language and mathematics at the ages of 11 and 15, and in science at the ages of 11, 13 and 15. Monitoring of the first foreign language is expected to begin in 1983, and exploratory work is being conducted into pupils' aesthetic, physical and technological development. New assessment techniques are also being developed in Scotland.

Educational Aids

In most schools, teachers and pupils use a range of aids to assist the processes of teaching and learning, and educational broadcasting is of major importance. Almost all schools can receive radio and television programmes. In addition the British Broadcasting Corporation produces radiovision programmes which, in effect, are low-cost tape-slide units. Teachers' notes and pupils' pamphlets accompany many broadcast series. Each year more than 500 hours of school radio and 600 hours of school television are transmitted by the BBC and the independent broadcasting companies.

Computers are increasingly used to assist learning, to plan timetables, and in the management of courses. It is the Government's aim that every secondary school should have its own microcomputer by the end of 1982.

Secondary School Examinations

The principal examinations taken by secondary school pupils in England and Wales at the age of 16 and over are those leading to the General Certificate of Education (GCE) at Ordinary ('O') level and to the Certificate of Secondary Education (CSE). Both are normally taken after five years of secondary education. The GCE Advanced

('A') level is normally taken after a further two years' study. Entries for GCE examinations are also accepted from private candidates and those at further education establishments.

The highest grade in the CSE is widely accepted as being of the same standard as at least grade C at GCE 'O' level and these are the qualifying grades for entry to further education and training. The 'A' level examination is the standard for entrance to university and other higher education and to many forms of professional training. After much discussion the Government has proposed that the present system should be simplified by replacing the 'O' level and CSE with a single system of examining at the age of 16 and over. The 'A' level examinations will remain.

In Scotland school pupils in the fourth year of secondary courses sit an examination for the Ordinary grade of the Scottish Certificate of Education, and pupils in the fifth or sixth year are presented for the Higher grade. Passes at the Higher grade are the basis for entry to university or professional training. For those who have completed their main studies at the Higher grade but wish to continue their studies in particular subjects there is a Certificate of Sixth Year Studies.

In Northern Ireland candidates may take the Northern Ireland General Certificate of Education or the Northern Ireland Certificate of Secondary Education, which are equivalent to those examinations in England and Wales.

The International Baccalaureate, offered to sixth formers by several educational institutions in Britain, leads either to a diploma, or to separate subject certificates, the latter being recognised for admission to higher education in Britain and many other countries.

Health and Welfare of School Children

Physical education, including organised games, is part of the curriculum of all schools. Those receiving financial assistance from public funds must have the use of a playing field, and most secondary schools have a gymnasium.

The government health departments are responsible for the medical inspection of school children and for advice and treatment of specific medical and dental problems associated with children of school age.

Local education authorities have discretion to decide what milk, meals or other refreshments to provide at their schools, and what charges to make. Provision has to be made free of charge, however, for pupils from families receiving certain social security benefits. Under certain conditions the authorities must provide free school transport, and they have discretionary powers to assist financially in the provision of transport for pupils between their home and school.

School Building

Local education authorities are responsible for the provision of school buildings, under the general supervision of the central departments. Since 1945 an extensive school building programme has been carried out, together with extensions, alterations and remodelling of existing schools. Government grants are normally available to help with the costs of building.

Post-school Education

Post-school education, available to everyone above school-leaving age, is provided at all levels and may be part-time or full-time, vocational or non-vocational.

More than a third of young people receive some form of post-school education, compared with a fifth in 1965. Further education is a broad term usually taken to refer to all post-school education outside the universities. Higher education (post-graduate, first-degree and similar level work) is provided at universities and on advanced courses at polytechnics and other establishments of higher and further education.

Institutions

The principal institutions of post-school education are the 46 universities (see p 9); the 30 polytechnics in England and Wales and the 14 Scottish central institutions; the Ulster Polytechnic in Northern Ireland; and some 800 other colleges which are maintained or assisted from public funds.

In addition, there are many independent specialist establishments, such as secretarial and correspondence colleges and colleges teaching English as a foreign language; a number of voluntary and private bodies providing cultural and general education, sometimes with assistance from local education authorities; and a large number of other education and training schemes run by public or private organisations.

Finance

Most establishments for post-school education are either maintained or assisted from public funds. Some undertake training, research or consultancy for commercial firms, making charges which broadly reflect the economic cost of provision, and a number have endowments or receive grants or gifts from foundations and benefactors.

Although the Government is responsible for financing well over 80 per cent of universities' expenditure, the universities are guaranteed as autonomous institutions by a special financial arrangement. A block grant is paid to the University Grants Committee which allocates funds to the universities, the London Graduate School of Business Studies and the Manchester Business School. The Department of Education and Science finances directly the Open University (see p 10), the Royal College of Art and the Cranfield Institute of Technology. The independent University College at Buckingham receives no assistance from public funds although its students can apply for mandatory grants (see p 9). The Northern Ireland Department of Education makes grants directly to the universities.

Students

Some 852,000 students take full-time and sandwich courses (courses where substantial periods of full-time study alternate with periods of supervised experience on a relevant job) at universities and major establishments of further education in Britain (1978–79 figures). Of these about 296,000 are at universities while another 223,700 follow advanced courses outside universities, at colleges of further and higher education, polytechnics and Scottish central institutions. More than 332,000 take non-advanced courses, most of them studying for recognised vocational or educational qualifications.

In addition, there are over 3·6 million part-time students, over 640,000 of whom are released by their employers for further education during working hours. Many of the remainder take part in adult education classes (see p 11).

Many full-time students are helped by grants from public funds which are mandatory for most students taking first-degree and other comparable courses who qualify under national rules. (Grants for other courses may be given at the discretion of a local education authority.) Grants cover tuition fees and maintenance, but where parents can afford to contribute this is taken into account. They are awarded by local education authorities in England and Wales up to first-degree level; in Scotland they are made by the Scottish Education Department; and in Northern Ireland by Education and Library Boards. For postgraduate study and research, grants are offered by the education departments and the research councils. In all, about 90 per cent of students on full-time and sandwich advanced courses receive help from public funds. Some scholarships are available from endowments and from particular industries or companies.

Higher Education

Following rapid expansion post-school education is moving into a period of consolidation. Some 7 per cent of 18-year-olds enter courses of higher education. About 519,000 full-time and sandwich course students and over 263,000 part-time students follow courses at institutions offering advanced courses.

Universities

There are 46 universities or institutions with university status, including the Open University, compared with 17 in 1945.

The English universities are: Aston (Birmingham), Bath, Birmingham, Bradford, Bristol, Brunel (London), Cambridge, City (London), Durham, East Anglia, Essex, Exeter, Hull, Keele, Kent at Canterbury, Lancaster, Leeds, Leicester, Liverpool, London, Loughborough, Manchester, Newcastle upon Tyne, Nottingham, Oxford, Reading, Salford, Sheffield, Southampton, Surrey, Sussex, Warwick, and York. The London Graduate School of Business Studies, the Manchester Business School and the Manchester Institute of Science and Technology also have university status. The federated University of Wales comprises seven constituent institutions. The Scottish universities are: Aberdeen, Dundee, Edinburgh, Glasgow, Heriot-Watt (Edinburgh), St Andrews, Stirling, and Strathclyde (Glasgow). In Northern Ireland there are the Queen's University of Belfast, and the New University of Ulster in Coleraine.

The universities of Oxford and Cambridge date from the twelfth and thirteenth centuries, and the Scottish universities of St Andrews, Glasgow, Aberdeen and Edinburgh from the fifteenth and sixteenth centuries. All the other universities were founded in the nineteenth or twentieth centuries.

Admission to universities is by examination or by selection. In 1979–80 there were about 293,000 full-time university students in Britain, including over 47,500 postgraduates. Just under a half lived in colleges and halls of residence.

There were about 33,300 full-time university teachers paid wholly from university funds. The ratio of staff to students was about one to nine, one of the most favourable in the world. Except at the Open University, first-degree courses are mainly full-time and usually last three or four years, though medical and veterinary courses usually require five or six.

Degree titles vary according to the practice of each university: in England and Wales the most common titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BSc) and for a second degree Master of Arts (MA), Master of Science (MSc) or Doctor of Philosophy (PhD); in Scotland Master is occasionally used for a first degree in arts subjects. On the other hand, uniformity of standards between universities is promoted by the practice of employing outside examiners for

all university examinations, and the general pattern of teaching is fairly similar throughout Britain.

The University College at Buckingham, which opened in 1976, does not yet award degrees, but its Licence has been accepted as the equivalent of a degree by relevant professional bodies and by other universities for admission to postgraduate studies.

The Open University

The Open University is a non-residential university which provides part-time degrees and other courses, using a combination of television and radio broadcasts, correspondence texts and summer schools, together with a network of viewing and listening centres. No formal academic qualifications are required to register for these courses, but the standards of its degrees are the same as those of other universities. The university's first degree, the BA (Open), is a general degree awarded on a system of credits for each course completed. The first courses began in 1971, and in 1981 some 65,000 undergraduate and over 10,000 associate students were following courses. The university has advised many other countries on the setting-up of similar institutions.

Teacher Training

In England and Wales all new entrants to teaching must generally have taken a recognised course of teacher training. Courses are offered by most universities and by a number of polytechnics and other institutions of higher education. Non-graduates usually qualify by way of a three- or four-year course leading to the Bachelor of Education degree; graduates take a one-year postgraduate Certificate of Education.

In response to the change in demand for newly trained teachers, caused by restrictions on public expenditure and the decline in the size of the school population, the number of training places has been considerably cut. However, because of a shortage of qualified teachers of mathematics, science, craft, design and technology, special financial arrangements are being offered to encourage suitably qualified mature people to undertake one-year training courses to enter the profession. Teachers qualified in other subjects are also encouraged to retrain to teach one or more of these subjects.

In Scotland all teachers in education authority schools must be registered with the General Teaching Council for Scotland and all teachers of academic subjects in secondary schools must be graduates. College of education courses lead to the award of a Teaching Qualification (Primary Education or Secondary Education). Graduates and holders of specialist diplomas take a one-year course; courses in practical and aesthetic subjects for non-graduates extend to two, three or four years. Most Scottish colleges of education also offer four-year courses leading to the degree of Bachelor of Education.

In Northern Ireland teacher training takes place in the two university education departments, three colleges of education, the Ulster Polytechnic and one technical college. The principal courses are the certificate (three years of study) and the Bachelor of Education (four years) but there are also one-year courses for graduates or holders of other appropriate qualifications.

Other Advanced Courses

In 1979–80 about 394,000 students, including part-time students, were taking advanced courses other than in universities in a wide variety of subjects, including architecture, art and design, catering, engineering, natural sciences, social work,

business and management studies and teacher training. An increasing proportion of the students were taking courses leading to the awards of the Council for National Academic Awards (CNAA). The Council awards degrees and other academic qualifications, comparable in standard with those granted by universities. The courses range from science and technology to the arts, social studies, business studies and law, but the proportion of technological, business or other broadly vocational courses is much higher than in universities.

In England and Wales a major contribution to higher education is made by the 30 polytechnics which provide courses on a wide range of subjects at all levels, though the trend is towards a concentration on advanced work. In Scotland similar provision is made in the 14 central institutions and a few further education colleges, though the tendency to specialise in particular subjects is greater than in the polytechnics. In Northern Ireland such higher education provision is concentrated within the Ulster Polytechnic.

The institutes and colleges of higher education, formed as the result of the integration of teacher training with the rest of higher education, account for a significant proportion of higher education students, and other further education colleges run some, usually specialised, higher education courses.

Full-time or part-time vocational courses leading to nationally recognised qualifications are available in further education colleges, polytechnics and other establishments of further education.

The City and Guilds of London Institute offers qualifications in a wide range of craft and vocational subjects. At technician level the Technician Education Council (TEC) is developing a unified national system of courses leading to awards at two levels: certificate and diploma; and higher certificate and diploma. Many further education colleges also offer courses in shorthand, typing, book-keeping, and office studies. More advanced business studies are generally available in polytechnics and some other colleges. The further education sector makes a major contribution to management education at all levels.

Much business education is related to the specialised examination requirements of various professional bodies, and courses leading to them are provided in many colleges, although numbers of candidates seeking qualifications do so through correspondence courses. The Business Education Council (BEC) is developing a system of unified national vocational courses in business studies and public administration at three levels: general, national and higher national certificate and diploma. (The highest awards of the TEC and BEC approach pass degree standard.) The Scottish equivalents of the councils are the Scottish Technical Education Council and the Scottish Business Cou[illegible].

Adult Education

'Adult education' is a broad term, ranging from the development of the special skills required by rapid change in industry and technology to 'self-fulfilment' through a very wide range of courses. An important element is remedial, allowing people to make up for opportunities missed at school; the adult literacy campaign and programmes to help members of minority ethnic groups are particular examples. Courses are provided by local education authorities, residential colleges, extra-mural departments of universities, the Open University and various other bodies including a number of voluntary organisations.

A major part of adult education is financed by local education authorities and provided mainly in their establishments, including schools used for adult evening classes and in some cases in 'community schools' which provide educational,

social and cultural opportunities for the wider community. Most courses are part-time. In addition local authorities maintain or aid most of the short-term residential colleges or centres which provide courses lasting between a weekend and a fortnight.

Long-term residential colleges, grant-aided by central government departments, provide courses of one or two years. They aim to provide a liberal education without academic entry tests. Most students admitted are entitled to full maintenance grants.

University extra-mural departments and the Workers' Educational Association (WEA), the largest recognised voluntary body, provide extended part-time courses of more academic studies, as well as short courses organised for special (including vocational) interests. Often the WEA provides the organisation and the universities the tutors.

Many other organisations, national and local, provide many kinds of education and training. Several, such as the National Federation of Women's Institutes, the National Union of Townswomen's Guilds and the National Council of Young Men's Christian Associations, receive government grants; others are commercially or privately financed.

The National Institute of Adult Education is a centre of information, research and publication for adult education, as well as a channel of co-operation and consultation for the many interested organisations in England and Wales. Mainly financed by local education authorities and a government grant, the Institute administers the government-funded Adult Literacy and Basic Skills Unit which covers proficiency in areas such as numeracy and communication, as well as literacy. The Institute's counterpart in Scotland is the Scottish Institute of Adult Education, and in Northern Ireland the Council for Continuing Education.

Teaching Methods

The general pattern of teaching and learning on full-time courses at universities and colleges remains a mixture of lectures, prescribed or suggested reading, seminars or tutorials, exercises and tests, and, where appropriate, practical work. Modern educational aids are widely available at most universities, polytechnics and colleges.

Radio and television programmes, both specifically educational and general, are important media for continuing education and are often linked to a range of supplementary publications, courses and activities. BBC radio study programmes are transmitted late at night on weekdays and on Sunday afternoons. Educational television programmes are shown on Saturday and Sunday mornings, during the day on weekdays with some early and late evening transmissions. Both the BBC and independent television provide programmes which range from basic education and progressive vocational training to domestic, social and craft skills. The BBC also works with the Open University (see p 10), producing and broadcasting radio and television programmes as part of the courses.

Educational Research

Research into the theory and practice of education and the organisation of educational services is supported financially by central and local government, philanthropic organisations, universities and teachers' associations; research is also sponsored at further education institutions and by a number of independent organisations. The Department of Education and Science initiates and funds a wide variety of research projects, an increasing number of which are short studies of less than two years' duration. Many are undertaken by staff at universities and polytechnics direct, but some are commissioned from organisations such as the National Foundation for Educational Research (see below), the National Institute of Adult Education, the Further Education Staff College and the National Children's Bureau. The Social Science Research Council is an important channel for government support of educational research. (The Scottish Education Department and the Department of Education for Northern Ireland also commission research.)

The Department of Education and Science educational research programme can be divided into broad subject areas, and is generally closely related to the Department's main policy and planning concerns. Current projects include, for example, a study of home background variables and educational achievement; the assessment and incidence of special educational needs; a study of factors associated with success in multi-ethnic secondary schools; an examination of the management of the teaching profession in relation to declining pupil numbers; and research towards a management information system for colleges of further education. In 1980, eight research projects were completed and a further 20 were commissioned.

The major educational research institute outside the universities is the autonomous National Foundation for Educational Research in England and Wales, with income mainly from funds received from research projects and from corporate members, including local education authorities, teachers' organisations and universities. It also receives an annual government grant. The Schools Council initiates a large amount of research and development work concerned with the curriculum and examinations. In addition, there are the Scottish Council for Research in Education and the Northern Ireland Council for Educational Research.

Educational Links Overseas

School children, students, teachers and experts come to Britain from overseas to study and British people work and train overseas. Many opportunities for such movement are the result of international co-operation at government level within the European Community and within the Commonwealth and of educational schemes, courses and professional contacts organised by official and voluntary organisations in Britain. The British aid programme also encourages links between educational institutions in Britain and in developing countries.

British membership of the European Community is creating closer ties with other countries. Both in schools and in the colleges and universities there has been an expansion of interest in European studies and languages. Exchanges of teachers, school children and students take place. Britain has adhered to the Statute of the European Schools (nine of which have been established throughout the Community including one at Culham, Oxfordshire) to provide school education for children of people employed in Community institutions. Particular attention is being paid to foreign language learning, the language and other educational needs of migrants and their children, and the relationship between education and working life. Policies of admission to higher education in member countries are being studied.

Educational Exchanges

The promotion of cultural and educational relations with other countries is a major concern of the British Council, which plays an important part in the management of the aid programme to education. It recruits teachers for work overseas, organises short visits overseas by British experts and encourages cultural exchange visits. It is also responsible for schemes to promote academic interchange, including the Academic Links and Interchange Scheme between universities and higher education institutions in Britain and other countries, and a number of schemes to encourage exchanges in other scientific, educational and cultural areas. The promotion of co-operation between universities in Britain and developing countries is undertaken by means of staff recruitment, the secondment of staff from British universities, inter-departmental faculty link schemes, local staff development, short-term teaching and advisory visits, and general consultancy services.

The Central Bureau for Educational Visits and Exchanges, an independent foundation financed by the Government, aims to enrich British education through international contact and exchange. It is responsible, with the League for the Exchange of Commonwealth Teachers, for teacher exchanges with most West European countries, a number of Commonwealth countries and the United States. It arranges links and exchanges between schools, further education establishments and local authorities, and organises study visits for teachers, education administrators, and young workers. It also appoints language assistants and develops opportunities for exchange in special areas such as sport and the performing arts, as well as between disabled people.

The Association of Commonwealth Universities promotes co-operation between 228 member universities in 28 Commonwealth countries. It organises meetings, provides information and academic appointments services; administers the Commonwealth Scholarship and Fellowship Plan in Britain and generally promotes the movement of academic and administrative staff and students from one country to another.

The Commonwealth Education Liaison Committee supplements normal direct dealings on education between the countries of the Commonwealth. The United

Kingdom Council for Overseas Student Affairs is an independent body serving overseas students and organisations and individuals concerned in student affairs.

Overseas Students in Britain

Students come to Britain from countries throughout the world to study at universities or other educational institutions or for professional training. In the academic year 1978–79 there were about 86,800 students in publicly maintained institutions, some 36,800 at universities and about 50,000 at further education establishments. In addition others, about 41,500, were training as nurses, for the law, banking and accountancy, for industry or services. About 30 per cent of all overseas students were from the Commonwealth and 54 per cent from developing countries.

Many students come to Britain for advanced training. Of the 49,000 students enrolled for full-time postgraduate or research at British universities in 1979, 36 per cent came from overseas. Of those working for a master's degree 45 per cent came from overseas and of those working for a doctorate 34 per cent. British universities, polytechnics and other further education establishments have built up their reputation overseas by providing tuition of the highest standards, maintaining low staff to student ratios, and adopting courses and qualifications to meet present-day and possible future needs. First degree courses tend to be shorter and more intensive than in many countries (three years is the minimum length).

The majority of overseas students pay their own fees and expenses or hold awards from their own governments. In addition, over 10,000 overseas students were fully supported in 1980 under British technical co-operation with developing countries. New students from overseas in higher and further education are charged at the level the institutions consider necessary to meet the cost of study subject to a minimum figure. Students from other member countries of the European Community are charged the same fees that apply to British students. There is, however, a scheme to provide financial help for overseas research students of high ability.

Many public and private scholarships and fellowships are available to students from overseas (and to British students who want to study overseas). Among the best known are the British Council Scholarships, the Commonwealth Scholarship and Fellowship Plan, the Marshall Scholarships and the independently funded Rhodes Scholarships, and the Churchill Scholarships for men and women in all walks of life. Most British universities and colleges offer scholarships for which graduates of any nationality are eligible. (The British Council and the Association of Commonwealth Universities are involved in the selection of British students for awards offered by many overseas countries.) The Atlantic College at St Donat's, South Wales (one of the colleges of the United World Colleges), provides two-year residential courses for overseas students before they enter university.

The Teaching of English

The continued increase in interest in English as a foreign language is reflected in the growth of the number of private language schools and the greater proportion of these recognised by the British Council. At the same time the British Council has greatly expanded the volume of its own teaching of English overseas by opening new centres in many countries and extending existing ones. Publications and other material relating to English language teaching have also increased and are now a large component in publishers' lists and constitute a major export.

The BBC's English by Radio and Television Service provides a world-wide facility for the individual learner in his or her own home.

Addresses

Government Departments

Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

Scottish Education Department, New St Andrew's House, Edinburgh EH1 3TD.

Welsh Education Office, 31 Cathedral Road, Cardiff CF1 9UJ.

Department of Education (Northern Ireland), Rathgael House, Balloo Road, Co Down.

Overseas Development Administration, Eland House, Stag Place, London SW1E 5DH.

Organisations

Advisory Centre for Education, 32 Trumpington Street, Cambridge CB2 1QY.

Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF.

Association of Governing Bodies of Girls' Public Schools, 27 Church Road, Steep, Petersfield, Hampshire GU32 2DW.

Association of Governing Bodies of Public Schools *(Boys)*, 27 Church Road, Steep, Petersfield, Hampshire GU32 2DW.

British Broadcasting Corporation, Broadcasting House, Portland Place, London W1A 1AA.

British Council, 10 Spring Gardens, London SW1A 2BW.

Business Education Council, Berkshire House, High Holborn, London WC1V 7AG.

Charities Aid Foundation, 48 Pembury Road, Tonbridge, Kent.

Commonwealth Education Liaison Committee, Marlborough House, Pall Mall, London SW1Y 5HX.

Consultative Committee on the Curriculum (Scotland), The Secretary, Room 4/22, St Andrew's House, Edinburgh EH1 3DB.

Council for Educational Technology for the United Kingdom, 3 Devonshire Street, London W1N 2BA.

Council for National Academic Awards, 344–54 Gray's Inn Road, London WC1X 8BP.

Educational Foundation for Visual Arts, Film Library, Paxton Place, London SE27.

Headmasters' Conference, 29 Gordon Square, London WC1H 0PS.

Independent Schools Information Service, 26 Caxton Street, London SW1H 0RG.

National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough SL1 2DQ.

National Institute of Adult Education, 19b De Montfort Street, Leicester LE1 7GE.

Northern Ireland Council for Educational Research, Research Unit, 52 Malone Road, Belfast.

Pre-School Playgroups Association, Alford House, Aveline Street, London SE11 5DH.

Schools Council for Curriculum and Examinations, 160 Great Portland Street, London W1N 6LL.

Schools Council Committee for Wales, 129 Cathedral Road, Cardiff CF1 9SX.

Schools Curriculum Committee, Department of Education, Rathgael House, Balloo Road, Co Down.

Science Research Council, State House, 8 Charing Cross Road, London WC2H 0HW.

Scottish Council for Research in Education, 15 St John Street, Edinburgh.

Scottish Institute of Adult Education, 4 Queensferry Street, Edinburgh EH3 7HL.

Scottish Technical Education Council, 38 Queen Street, Glasgow G1 3DY.

Social Science Research Council, Hamilton House, 1 Temple Avenue, London EC4 0HH

Technician Education Council, 76 Portland Place, London W1N 4AA.

United Kingdom Council for Overseas Student Affairs, 60 Westbourne Grove, London W2 5FG.

Universities Central Council on Admissions, Rodney House, Cheltenham, Gloucestershire GL50 1HY.

University Grants Committee, 14 Park Crescent, London W1N 4DH.

Workers' Educational Association, Temple House, 9 Upper Berkeley Street, London W1H 8BY.

Reading List

Official Publications

Annual Reports and Statistics:			£
British Council.	*BC/HMSO*		
Council for National Academic Awards.	*CNAA*		
Education Statistics for the United Kingdom.	*HMSO*		
Department of Education and Science.	*HMSO*		
Department of Education for Northern Ireland: Education in Northern Ireland.	*Belfast, HMSO*		
Northern Ireland Education Statistics.	*Belfast, HMSC*		
Scottish Education Department: Education in Scotland.	*HMSO*		
Statistics of Education (6 volumes) England and Wales:			
Vol 1: Schools.	*HMSO*		
Vol 2: School Leavers, CSE and GCE.	*HMSO*		
Vol 3: Further Education.	*HMSO*		
Vol 4: Teachers.	*HMSO*		
Vol 5: Finance and Awards.	*HMSO*		
Vol 6: Universities.	*HMSO*		
Statistics of Education in Wales.	*HMSO*		
Universities Central Council on Admissions (and Statistical Supplement).	*UCCA*		
University Grants Committee. Annual Survey	*HMSO*		
Britain's Open University. No 2/FSB/79.	*COI*		
Universities. No 78/FSB/80.	*COI*		
Post-school Education. No 79/FSB/80.	*COI*		
Adult Literacy in 1977–78: A remarkable educational advance. ISBN 0 11 270480 8.	*HMSO*	1978	1·75
BRISTOW, ADRIAN. Inside the Colleges of Further Education. Second edition. ISBN 0 11 270331 3.	*HMSO*	1976	1·20
Aspects of Secondary Education in England. ISBN 0 11 270498 0.	*HMSO*	1979	6·75
Aspects of Secondary Education in England. Supplementary Information on Mathematics. ISBN 0 11 270464 6.	*HMSO*	1980	1·90
The School Curriculum. ISBN 0 10 270386 6.	*HMSO*	1981	2·00
Health Education in Schools. ISBN 0 11 270456 5.	*HMSO*	1977	2·50
A Language for Life. Report of the Committee on Reading and the Use of English (Bullock Report). ISBN 0 11 271326 7.	*HMSO*	1975	9·50
Primary Education in England: A Survey by HM Inspectors of Schools. ISBN 0 11 270484 0.	*HMSO*	1978	3·50
Special Educational Needs (Report of the Warnock Committee). Cmnd 7212. ISBN 0 10 169280 3.	*HMSO*	1977	0·50

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Special Needs in Education. Cmnd 7996. ISBN 0 10 179960 8.	*HMSO*	1980	1·75	
Special Educational Needs in Scotland. Cmnd 7991. ISBN 0 10 179910 1.	*HMSO*	1980	1·25	
West Indian Children in our Schools. Cmnd 8273. ISBN 0 10 182730 X.	*HMSO*	1981	5·30	

Other Publications

ASSOCIATION OF COMMONWEALTH UNIVERSITIES. Commonwealth Universities Yearbook. *Annual.*	*The Association*			
——— Awards for Commonwealth University Academic Staff. *Biennial.*	*The Association*			
——— (for the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom). The Compendium of University Entrance Requirements for First-Degree Courses in the United Kingdom. *Annual.*	*The Association*			
——— Financial Aid for First-Degree Study at Commonwealth Universities. *Irregular.*	*The Association*			
——— Grants for Study Visits by University Administrators and Librarians. *Irregular.*	*The Association*			
——— Scholarships Guide for Commonwealth Postgraduate Students. *Biennial.*	*The Association*			
BRITISH COUNCIL AND THE ASSOCIATION OF COMMONWEALTH UNIVERSITIES. Higher Education in the United Kingdom: A Handbook for Students from Overseas and their Advisers. *Biennial.*	*Longman*			
CANTOR, L. M. Further Education Today. A Critical Review. ISBN 0 7100 0413 3.	*Routledge & Kegan Paul*	1979	4·95	
COMMITTEE OF DIRECTORS OF POLYTECHNICS. Polytechnic Courses Handbook. *Annual.* ISBN 0 905564 103.	*Lund Humphries*		5·75	
COUNCIL FOR NATIONAL ACADEMIC AWARDS. Directory of First-Degree and Diploma of Higher Education Courses. *Annual.*	*CNAA*		Free	
——— Directory of Postgraduate and Post-Experience Courses. *Annual.*	*CNAA*		Free	
DENT, H. C. Education in England and Wales. ISBN 0 340 21488 0.	*Hodder & Stoughton*	1977	2·45	
Education Year Book. *Annual.*	*Councils & Education Press*			
EVANS, K. The Development and Structure of the English Educational System. ISBN 0 340 17606 7.	*Hodder & Stoughton*	1975	5·60	
FURNEAUX, BARBARA. The Special Child: The Education of Mentally Handicapped Children. Revised edition. ISBN 0 14 022329 0.	*Penguin*	1981	2·25	19

			£
NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION. Handbook of Institutions Providing Both Teacher Training and other Full-time Advanced Courses. *Annual.*	*NATFHE/Lund Humphries*		
NATIONAL INSTITUTE OF ADULT EDUCATION. Yearbook of Adult Education. *Annual.*	*The Institute*		
PERRY, WALTER. Open University. A personal account by the first Vice-Chancellor. ISBN 0 335 00042 8.	*Open University Press*	1976	9·95
REGAN, D. E. Local Government and Education. Second edition. ISBN 004 352064 2 (hardback).	*Allen & Unwin*	1979	12·00
ISBN 004 352065 0 (paperback).			4·95
RUTTER, MICHAEL. Fifteen Thousand Hours. ISBN 0 7291 0113 4.	*Open Books*	1979	3·50
UNIVERSITIES CENTRAL COUNCIL ON ADMISSIONS. How to Apply for Admission to a University. *Annual.* ISBN 0 900951 389.	*UCCA*		Free
WARDLE, D. English Popular Education 1780–1975. ISBN 0 521 29073 2.	*Cambridge University Press*	1976	4·25

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